

Penn Cambria Curriculum

Course Name	Pottery and Art History
Length of Course	5 periods/week for 9 weeks in block schedule = ½ credit
Grade Level	9 -12
Prerequisites	None
Course Description	This course functions as a survey of art with experiences in styles, procedures and uses of clay. Students will learn hand-building and wheel-thrown techniques to produce several decorative and functional pieces of art. The Art History unit will engage students in the process of aesthetic valuing as they learn about artists and their works in a thematic way.
Units of Study	<ul style="list-style-type: none">• Design Elements and Principles (as they apply to Pottery)• Pottery• Art History
	Text: <u>How Artists See</u> , by Colleen Carroll with Teacher's manual Supplemental Materials: DVDs: Clay Cup Sculpture, and Showing Coil Vessels by Gary Benna PCHS Library Art books Sketchbooks Clay, supplemental materials and art supplies Student journal and prompts

Unit: Design (Pottery)

Estimated Time: 1 week

Standard Alignment:

- 9.1.12 A- Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12 C- Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- 9.2.12 K-Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Curricular Objectives:

Students Will:

- Recognize and transfer basic design elements to 3-dimensional work
- Develop a vocabulary including composition and the color wheel.
- Respect the uniqueness of concept and approach from peers and other artists.
- Generate 2-dimensional sketches of pottery which show understanding of design elements and principles.

Assessments/ Measurement of Objectives:

- Student sketches and diagrams
- Vocabulary test
- Color wheel completion

Suggested Methods of Instruction / Learning Activities:

- Make a series of diagrams, charts and /or mini posters illustrating design composition
- Daily sketches and prompts
- Pottery project drawings and sketches.

Unit: Pottery

Estimated Time: 5 weeks

Standard Alignment:

- 9.1.12B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C- Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12H- Incorporate the effective and save use of materials, equipment and tools into the production of works in the arts at work and performance space.
- 9.3.12A- Explain and apply the critical examination processes of works in the arts and humanities.
- 9.4.12A- Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Curricular Objectives:

Students Will:

- Recognize the material used in pottery.
 - Describe the qualities (limitations, possibilities, chemical make-up, firing ranges and drying qualities) of different clays.
 - Describe the qualities (Limitations, possibilities, chemical make-up, firing ranges and drying qualities) of different glazes.
- Demonstrate the methods and techniques involved with hand-thrown ceramic construction for:
 - Coil pots
 - Pinch pots
 - Slab construction
 - Throwing on the pottery wheel.
- Safely and creatively use the following equipment and tools in producing ceramics:
 - Pottery wheel
 - Kiln
 - Sponge
 - Wedge/Rib
 - Bat
 - Knife
- Create functional and aesthetically pleasing ceramics with widely varied:
 - Shape
 - Texture
 - Form
 - Purpose
- Use the techniques and styles of established Potters to produce aesthetically pleasing and functional pieces of pottery.
 - Identify a technique or style which interests you in pottery work.
 - Explain and analyze the technique or style.
 - Sketch out the intended work and practice the style and technique.
 - Analyze the complete work for execution of the plan.
- Create and explain unique ceramics.

- Pre-plan and sketch out projects applying all of the above concepts.
- Complete the projects according to plan.
- Explain how the projects are unique and analyze them with the above concepts.
- Describe ceramics as a career.
 - Identify several careers in ceramics (mold casting, mold design, industrial ceramics, commercial glazer) including skills and training necessary, benefits and rewards, limitations, problems and special considerations.
 - Be able to give and justify a personal response to ceramics as a career.

Assessments/ Measurement of Objectives:

- Student art
- Written essays, summaries and narratives.
- Written and oral presentations.
- Daily prompts and sketches.

Suggested Methods of Instruction / Learning Activities:

- Introduction to Pottery by reviewing objectives with the class.
- Teacher demonstration of 3 hand building methods of working with clay: pinch, coil and slab.
- Teacher demonstration of throwing on the pottery wheel.
- The kiln and glazes: how they work
- Pottery timeline from a piece of clay to a finished product..
- Student sketches and written expectations of class.
- Student engages in hand building and throwing on the wheel to make several containers.
- Student glazes piece, and after it is fired in the kiln, he presents his finished piece to the class for review.

UNIT: ART HISTORY

Estimated time: 3 weeks

Standard Alignment:

9.1.12B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12C- Integrate and apply advanced vocabulary to the arts forms.

9.2.12A- Explain the historical, cultural and social context of an individual work in the arts.

9.2.12D- Analyze a work of art from its historical and cultural perspective.

9.3.12A- Explain and apply the critical examination processes of works in the arts and humanities. (compare and contrast, analyze, interpret, form and test hypotheses, evaluate, form judgments.)

9.4.12A-Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Curricular Objectives:

Students Will:

- Explain and apply media, techniques, and processes in art.
 - Know the differences between materials, techniques, and processes.
 - Describe how different materials, techniques, and processes cause different responses.
- Demonstrate knowledge of structures and functions.
 - Know the differences among visual characteristics and purposes of art in order to convey ideas.
 - Describe how different expressive features and organizational principles cause different responses.
- Choose and evaluate a range of subject matter, symbols and ideas.
 - Explore and understand prospective content for works of art.
 - Select and use subject matter, symbols, and ideas to communicate meaning.
- Analyze the visual arts in relation to history and cultures.
 - Know that the visual arts have both a history and a specific relationship to various cultures.
 - Identify specific works of art as belonging to particular cultures, times, and places.
 - Demonstrate how history, culture and the visual arts can influence each other in making and studying works of art.
- Recognize the characteristics and merits of the work and the work of others.
 - Explain various purposes for creating works of visual art.
 - Describe how people's experiences influence the development of specific artworks.
 - Understand there are different responses to specific artworks.
- Make connections between visual arts and other disciplines.
 - Understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.
 - Identify connections between the visual arts and other disciplines in the curriculum.

Assessments/Measurement of Objectives:

- Written and oral presentations
- Objective quizzes and tests
- Reading in the content area activities
- Open ended responses
- Essays

Methods of Instruction/Learning activities:

- Read thematic books: How Artists See...
 - Work
 - The Elements
 - Families
 - Animals
 - Weather
 - Play
 - Cities
 - America
 - People
 - Heroes
 - Feelings
- Choose 1 artist from each book and write a short biography.
- Choose one art piece from each book and analyze it by studying:
 - Elements of art
 - Elements of design
 - Style
 - Date/Period
 - Mood/Feeling
 - Dimensions
 - Medium
 - Misc. opinions
- Choose an artist work not discussed and write an 800 word essay discussing design elements and principles used to create it.
- Complete added activities given for each art work studied.